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Lincoln Day Number

Edited by Hubert M. Skinner, Chicago

Lincoln.

By ERNEST MCGAFFEY.

Here was a noble product of the soil,
Grown starkly on the prairies of the West;
Inured to poverty; inured to toil;
The chivalry of Bayard in his breast;
A soul serene that ever onward pressed,
Beyond the darts of calumny and hate;
That stood in every crisis fierce the test,
Till earth had linked his memory with her great,
As Statesman, President, and Master of his fate.

He pierced the aeons with a Prophet's eye.
Humanity was what he spelt in creed;
He passed the letter of the statute by,
To give the spirit of it utmost heed.
His life was open, both in word and deed,
From prejudice and passion wholly free;
Of liberty he sowed a pregnant seed
For millions, and for millions yet to be,
Himself the bondman's Knight of Nature's sole
degree.

A Tribune of the people, so he sprang
And seized the reins of power and high place,
While thru the world his challenge grandly rang,
And shook Oppression's temple to its base.
His was the mettle of heroic race,
On whom the seal of sterling merit sat;
The sunken cheeks, the shrewd and homely
face,
That shallow wits had launched their arrows at,—
Rail-splitter, Orator, and Greatest Democrat.

Along the wide horizon of the years,
A deep, sonorous echo of his name
Rolls, thunder-like; and future History hears
An answering echo from the Halls of Fame.
We see the tall, the gaunt, ungainly frame;
We mark the will to dare, the mind to plan;
We find the pure resolve, the lofty aim;
And while his rugged virtues thus we scan,
We stand uncovered, while we cry, "This was a
man!"

And upward to the portals of the stars,
And past the confines of the Seven Seas,

Beyond the smoky banners of our wars,
Borne outward on the pinions of the breeze,
His fame is sung in divers master keys,
And shrined in bronze, or heralded in rhyme,
Past mountain tops, and past the Pleiades,
Far-sent, far-sounding, still with notes sublime,
Loud-bugled by the mighty trumpet-tone of Time.



O Captain! My Captain!

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every wrack, the prize we
sought is won,
The port is near, the bells I hear, the people all
exulting,
While follow eyes the steady keel, the vessel grim
and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the
bugle trills,
For you bouquets and ribbon'd wreaths, for you
the shores a-crowding,
For you they call, the swaying mass, their eager
faces turning;
Here, Captain! dear father!
This arm beneath your head!
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and
still,
My father does not feel my arm, he has no pulse
nor will,
The ship is anchored safe and sound, its voyage
closed and done,
From fearful trip the victor ship comes in with ob-
ject won;
Exult, O shores, and ring, O bells!
But I, with mournful tread,
Walk the deck where my Captain lies,
Fallen cold and dead.

—WALT WHITMAN.

Reminiscences of Lincoln Day.

By Hubert M. Skinner.

Twenty years ago the verdict of history had not been rendered in respect of Abraham Lincoln. He had been elected as the choice of a minority of the people. His brief career had been followed by a period so stormy in the political world, that nothing seemed settled. The reminiscent period had not come. The hero had gone out of life, and had not returned in folklore. There were no stories of Lincoln in newspapers or magazines. His picture was unfamiliar to the rising generation—far less familiar than that of General Arthur is to-day. His speeches and debates were not in print. There was scarcely a respectable biography of him to be procured at any bookstore. Enshrined as he was in the hearts of his former supporters, and respected as he was by even his opponents in life (a large majority of the people) he was not brought to the knowledge of the rising generation. His neglected homestead at Springfield, Ill., now carefully preserved as a state institution, was rented to strangers, and his personal effects were scattered far and wide.

To the writer it then seemed that an educational opportunity was at hand. A study of the life of Lincoln would be of incalculable value to pupils, and to the public generally, in many ways. A review of the political and social conditions in Lincoln's time would throw light on all subsequent history. An intelligent study of the war, its causes and its results, would promote a broader patriotism. An acquaintance with the homely philosophy, the practical wisdom, of Lincoln's utterances would prove of untold value to the people, as a national heritage. In addition to all this, Lincoln's early life in the West presented a typical picture, in the strongest of colors, of the struggles and hardships of the pioneers. His success, achieved in spite of circumstances the most adverse conceivable, would offer the strongest incentive to the youths of the nation.

For some years there had been school observances of authors' birthday's in many cities. But Mr. Lincoln would be more properly classed as a statesman than as an author, however admirable might be deemed his style of expression.

Washington's birthday had long been observed in educational institutions. But there was a disposition to divide Washington's honors with no other statesman. In 1820, it will be remembered, when Monroe had really no opposition for the Presidency, one electoral vote was cast against him, solely in order that no one but Washington should be remembered as having been unanimously chosen. And when Jackson, at the end of his brilliant career, after having received in three successive campaigns the greatest number of popular and electoral votes, and after having sat for eight years in the President's chair, issued a farewell address to the American people, it was received with a certain spirit of regret or resentment, since it was felt that Washington's farewell address should stand alone.

When the plan of observing Lincoln day was first proposed, scarcely a score of years had passed since Mr. Lincoln had been the central figure of a bitter political canvass in the North, and of a terrible war in the nation. Many who still called themselves young men could remember all the passions of the time. Were those passions sufficiently cooled to permit of a calm discussion of events in which he figured, or even of certain utterances of his on broad lines of civics and of patriotism? Would the proposition be free from the suspicion

of partisan motive? All this was carefully considered. The suggestion came from a young man of Democratic antecedents, serving under a Democratic state administration. The manner of its first presentation was assuring. The day suggested at first was not the 12th of February, but the 15th of April. The first observance was on the anniversary of Lincoln's death, rather than on that of his birth. This seemed the better day, for two reasons: February, the shortest of all the months, was already charged with the observance of Washington's birthday, and was a time of strain in school work; and a day could be better spared in April. Further, the April day was associated in the mind with the solemn scenes of the martyr President's death, when passions were checked, and the voice of detraction hushed; and on its annual recurrence there would be, it was thought, less disposition to partisanship, more to calm judgment and appreciation of the true purpose of the observance.

In the spring of 1885 the proposition was made public. It would have been idle to offer it without supplying the needful material, for except in great libraries this was almost wholly inaccessible. "Lincoln Leaflets" were prepared, setting forth in brief paragraphs a sketch of Lincoln's life and times, with his more notable utterances. These were sent to every county superintendent of Indiana, and to some in Illinois, with an invitation to cooperate in the first observance of Lincoln day.

They were published in the *Indiana School Journal*, then edited by William A. Bell, since president of Antioch college, with his warm commendation of the plan. From Albert G. Lane, of Chicago, came assurances of cooperation and words of encouragement. Club men in cities were attracted to the idea, and resolved that the observance of the day should not be limited to the exercises of pupils in the schools. Nowhere, so far as the writer could observe, was there a voice of protest.

The following year, 1886, was marked by a memorable club celebration of the birthday of Lincoln in Chicago, and from that time the 12th of February has been the day preferred, despite the considerations which would seem to render the April day the preferable one.

Certainly the time was ripe for the Lincoln revival. Book after book came from the press, relating to Lincoln's life and work. Magazines and newspapers began to teem with Lincoln anecdotes. The memories of a nation were jogged and awakened. Old portraits of Lincoln were brought out and reproduced. Within twenty years there has appeared a mass of "Lincolniana" which is amazing to foreigners. Lincoln's stories and proverbs, his witty retorts, his Franklin-like applications of homely wisdom, his state papers, his every utterance, it would seem, have become the heritage of the masses in America; while to the great world abroad he has become the very symbol and type of American manhood, the central and representative figure of the great Republic.

Seven of the states have made the twelfth of February a legal holiday. These are Illinois, New York, New Jersey, North Dakota, Minnesota, Pennsylvania, and Washington. Probably in nearly all of the states there is some observance of the day, and, indeed, some of those in which its observance has been most general, hearty, and profitable have taken no action toward making it a

holiday by statutory enactment. A state law on the subject is a matter of little or no importance. A mere law will not awaken interest where none exists, nor will its absence detract from a suitable observance of the day where the people desire it. By no means is the educative value of Lincoln day in America to be measured by counting the statutes enacted concerning it.

Of the materials to be used in school observances of the day there is now no lack, so far as Mr. Lincoln's own writings and sayings are concerned. These are everywhere accessible in popular form. But of suitable poems for recitations, there has been an unaccountable dearth. Why did not Longfellow, Bryant, Whittier, Holmes, and others offer grand tributes of verse to Lincoln? Doubtless they could not have foreseen the marvelous growth of Lincoln love in the past twenty years; but they might have contributed to it. Walt Whitman wrote his famous three stanzas, beginning with:

"O Captain, my Captain," and Edna Dean Proctor gave us the simple poem which runs: "Now must the storied Potomac Laurels ever divide."

But for many years the only strong poem relating to the Martyr President was one which appeared in a comic paper in a foreign land. This strange fact has never been explained. The poem was Tom Taylor's tribute in the *London Punch*. For years this paper had cartooned the President, and followed him with sarcastic detraction which was unremitting. Now, at his taking-off, it was seized with remorse. For the first time it seemed to realize the towering greatness of the man, and to foresee what place he would hold in the history of the great world, in the affections of mankind. Tom Taylor gave noble expression to his feeling at the time, in a tribute which like a wreath of amaranth, will never fade.

He began with a severe flagellation of himself, in the following stanzas, with which his noble poem begins:

You lay a wreath on murdered Lincoln's bier,
You, who, with mocking pencil went to trace,
Broad, for the self-complacent British sneer,
His length of shambling limb, his furrowed face.

His gaunt, gnarled hands, his unkempt, bristling hair,

His garb uncouth, his bearing ill at ease,
His lack of all we prize as debonaire,
Of power or will to shine, of art to please.

You, whose smart pen backed up the pencil's laugh,

Judging each step as tho the way were plain,
Reckless, so it could point its paragraph
Of chief's perplexity or people's pain.

Beside this corpse, which bears for winding-sheet,
The Stars and Stripes he lived to rear anew,
Between the mourners at his head and feet,
Say, scurrile jester, is there room for you?

Then this "scurrile jester" paid his tribute to the greatest man of his day—a tribute calm, dignified, and grand; a tribute which school-children will do well to commit to memory, and to which men will ever turn for fitting words in which to express the greatness of the hero and his life-work.

The lack of more real poetry has been severely felt by those who have arranged school programs for Lincoln day. Taylor's poem and the tribute by Lowell are not enough. To supply the need for short poems, miserable hack writers have been pressed into service; and in official bulletins of school exercises in some of the states have appeared alleged poems so discreditable as to be really pitiable. There is now a great need in some quarters for efficient direction to save the observance of the day from becoming contemptible.



Hubert M. Skinner.

In 1902 at one of the celebrations of the day in Chicago, which was held in Erie chapel, the original "Lincoln Leaflets" used in 1885 were brought forth and used again. Fernando Jones, the patriarch of Chicago, who was, in his young manhood, an intimate friend of Lincoln, gave hitherto unpublished reminiscences of the emancipator; and the occasion was one long to be remembered. As the years go by, the number of those who can give at first-hand reminiscences of Lincoln grows ever smaller. We are living in the last years of such features in our Lincoln day exercises. A striking feature of the last Lincoln day in Chicago

was the serving of two grand banquets by Democratic clubs. At one of these the writer was present. Five hundred men sat down at the board in a great banquet hall, which was beautifully and appropriately decorated. Above the head of the president of the club was a magnificent portrait of Lincoln; and on the souvenir cards also appeared the strong face of the man in whose honor the entertainment was given. Chiefly notable among the exercises was a poem by Ernest McGaffey, of Chicago, which is so valuable a contribution to the literature of the time that it will, in the opinion of the writer of this paper, be treasured thruout the nation as an enduring memorial of the great President—a selection especially desirable for use in the programs of Lincoln day.

In conclusion, it may be remarked that the observance of Lincoln day has proved of great educational value to the country. That a young man who called himself a Democrat was the first mover for its inauguration, and that another young man who so styles himself made the noblest contribution to its last celebration are but incidents indicative of the absence of partisanship in the observance, and of the greatness of the character of the man whom men of all parties unite to honor, and rival each other in the measure of their tribute of praise.

Personal Impressions of Lincoln.

Horace White in an Address at a Colonial Club dinner:

At the beginning of my career as a journalist it happened to me to be thrown into close relations with Abraham Lincoln. That colossal figure will always be an interesting theme for one who can speak from personal knowledge, since those who can do so are a diminishing number in this world.

Mr. Lincoln was a many-sided man, and one who presented striking contrasts. He was the most humorous being I ever met, and also the most serious. His humor was of the impromptu and contagious kind that takes possession of all parts of the person, as well as all parts of speech. As a master of drollery he surpassed all of his contemporaries in Illinois, and yet his solemnity as a public speaker and as a political and moral instructor was like that of an Old Testament prophet. He was the only public speaker I have ever known thus doubly gifted, whose powers of mirth did not submerge or even impair his powers of gravity.

How are we to account for these wonderful turns "from grave to gay, from lively to severe?" Well, the same genius that gave us Macbeth, and Lear, and Hamlet, gave us Falstaff, and Touchstone, and Dogberry. Shakespeare was the superior of Sophocles in tragedy and of Aristophanes in comedy. Lincoln did not have the gift of poetry, but within the range of prose his power of expression was like that of Shakespeare. Here was the Old Testament prophet before whom Horace Greeley bowed his head, saying that he had never listened to a greater speech, altho he had heard several of Webster's best.

Mr. Lincoln quickly gained the confidence of strangers, and, if they were much with him, their affection as well. I found myself strongly drawn to him from the first, and this feeling remains to me now as a priceless possession. James Russell Lowell said that he counted it a great gain to have lived at the same time with Abraham Lincoln. How much greater the gain to have felt the subtle influence of his presence.

This personal quality, whose influence I saw growing and widening among the people of Illinois from day to day during that great campaign,

eventually penetrated to all the Northern states, and after his death to all the Southern states. It was this magical personality that commanded all loyal hearts. It was this leadership that upheld confidence in the dark hours of the war and sent back to the White House the sublime refrain.

"We are coming, Father Abraham, three hundred thousand more."

Could any other man then living have grappled the affections and confidence of the plain people and held them steadfast and unwavering as did this homely giant of the prairies? He was himself one of the plain people. What was in his mind and heart was in theirs. He spoke straight into their bosoms. He translated the weightiest political and social problems this country has ever dealt with into language that all could understand. Nobody was so humble, nobody so high, that he could not draw new lessons and new inspirations from Abraham Lincoln during that great crisis.

Tom Taylor's Tribute to Lincoln.

You lay a wreath on murdered Lincoln's bier,

You, who with mocking pencil went to trace,
Broad for the self-complacent British sneer,

His length of shambling limb, his furrowed face,

His gaunt, gnarled hands, his unkempt, bristling hair,

His garb uncouth, his bearing ill at ease,

His lack of all we prize as debonair,

Of power or will to shine, of art to please;

You, whose smart pen backed up the pencil's laugh,

Judging each step as tho the way were plain,

Reckless, so it could point its paragraph

Of chief's perplexity, or people's pain.

Beside this corpse, that bears for winding sheet

The stars and stripes he lived to rear anew,

Between the mourners at his head and feet,

Say, scurrile jester, is there room for you?

Yes: he had lived to shame me from my sneer,

To lame my pencil, and confute my pen;

To make me own this hind of princes peer,

This rail splitter a true-born king of men.

My shallow judgment I had learned to rue,

Noting how to occasion's height he rose;

How his quaint wit made home truth seem more true;

How, iron-like, his temper grew by blows.

How humble, yet how hopeful he could be;

How, in good fortune and in ill, the same;

Nor bitter in success, nor boastful he,

Thirsty for gold, nor feverish for fame.

He went about his work—such work as few

Ever had laid on head and heart and hand—

As one who knows, where there's a task to do,

Man's honest will must heaven's good grace command.

Who trusts the strength will with the burden grow,

That God makes instruments to work His will,

If but that will we can arrive to know,

Nor tamper with the weights of good and ill.

So he went forth to battle on the side

That he felt clear was Liberty's and Right's,

As in his peasant boyhood he had plied

His warfare with rude Nature's thwarting might;

The uncleared forest, the unbroken soil,

The iron bark, that turns the lumberer's axe,

The rapid, that o'erbears the boatman's toil,

The prairie, hiding the mazed wanderer's tracks,

The ambushed Indian, and the prowling bear,—
Such were the deeds that helped his youth to
train;

Rough culture, but such trees large fruit may bear,
If but their stocks be of right girth and grain.

So he grew up, a destined work to do,
And lived to do it: four long-suffering years,
Ill fate, ill feeling, ill report lived thru,
And then he heard the hisses changed to cheers,

The taunts to tribute, the abuse to praise,
And took both with the same unwavering mood;
Till, as he came on light, from darkening days,
And seemed to touch the goal from where he
stood,

A felon hand, between the goal and him,
Reached from behind his back, a trigger prest,
And those perplexed and patient eyes were dim,
Those gaunt, long-laboring limbs were laid to
rest!

The words of mercy were upon his lips,
Forgiveness in his heart and on his pen,
When this vile murderer brought swift eclipse
To thoughts of peace on earth, good will to men.

The Old World and the New, from sea to sea,
Utter one voice of sympathy and shame:
Sore heart, so stopped when it at last beat high;
Sad life, cut short just as its triumph came!

A deed accurst! Strokes have been struck before
By the assassin's hand, whereof men doubt
If more of horror or disgrace they bore;
But thy foul crime, like Cain's stands darkly
out.

Vile hand, that brandest murder on a strife,
Whate'er its grounds, stoutly and nobly striven;
And with the martyr's crown crownest a life
With much to praise, little to be forgiven.

Lincoln Leaflets.

The Lincoln leaflets, prepared by Mr. Skinner, have been used, for celebrating Lincoln's birthday, in many schools. The following are selections gathered from some of the leaflets.

I.

Two tall and beautiful monuments, rising from the soil of Illinois, one by the Sangamon river and one by Lake Michigan, are of special interest to students of American history. They mark the last resting places of the two great statesmen on whom was centered the attention of America—and indeed of the civilized world—in the years immediately preceding the great war. Douglas triumphed over Lincoln in 1858, and Lincoln triumphed over Douglas in 1860. They were personal friends. The issues on which these statesmen were arrayed belong wholly to the past. They were squarely presented and earnestly debated, and were decided, as American issues must be, by the people. All concede the greatness and the goodness of President Lincoln, and his name is far removed from the divisions and questions of to-day. Teachers and pupils unite in exercises of affectionate remembrance, and repeat the sentiments with which he touched the chords of humanity and spoke to all the future.

II.

The most remarkable popular debate in American annals, and in some respects the most remarkable in all history, was that of the Senatorial campaign in Illinois in 1858. The excited interest with which it was attended, its protraction thru many weeks and thru widely different localities and communities, the rush of many thousands to hear, the

endless reproduction in the newspapers of every state, the comments of the millions who practically constituted the audience, the sharply drawn issues, the perfect candor of the debaters (who answered each the most searching questions of his opponent), the momentous character of the conclusions drawn,—all these strange accompaniments rendered the Senatorial canvass in reality a canvass which can be likened to no other, and one which predetermined at once the choice of the two champions as standard bearers in the Presidential canvass two years later.

III.

Singularly contrasted were the speakers in the Great Debate. Proud in the consciousness of his powers, matchless in eloquence, small in figure but splendid in the magnetism of his presence, graceful in gesture, cold, self-possessed, and lofty in scorn or glowing in the passion of appeal, was Judge Douglas, the Little Giant, the senator of a dozen years, the hitherto unchallenged master in the field of controversy. Opposed to him was the Rail Splitter. Six feet three in his stockings, lank and ungainly, unprepossessing of visage save in the kindliness of his smile, without art or artificial polish, but with earnestness and solemnity born of the great crisis, with honesty of purpose that none in all the throng could question, and with homely phrases that reached the heart, was Abraham Lincoln, who had dared to challenge the little Giant to a joint discussion. Answering to the polished oratory of the Senator were the solemn earnestness and the quaint and irresistible humor of this man of the people.

IV.

Very remarkable was the political situation in 1858. The Democratic party was rent in twain. At the end of one faction was the Administration. The leader of the other faction was Judge Douglas. Opposed was the young and rapidly growing Republican party,—the old Whig party had gone out of existence. It was thus a three-sided issue, for the Republicans met their divided opponents with a solid front. The positions of the three opposing parties may be stated briefly thus:

It is both the right and the duty of Congress to recognize the institution of slavery in the Territories.
—*The Administration Faction.*

It is both the right and the duty of Congress to prohibit the institution of slavery in all the Territories.
—*The Republican Party.*

It is neither the right nor the duty of Congress to recognize or to prohibit the institution of slavery in the Territories. The matter must be decided by the people of each Territory for themselves.
—*The Douglas Faction.*

In their sentiments the Republicans were no less divided than the Democrats, tho they were united in action. "Of strange, discordant, and often hostile elements," said Mr. Lincoln, "we gathered from the four winds." Sentiments held by members of that party in northern Illinois were vehemently repudiated by members in the central and southern parts. To unite in action people of opposing views was the task set before both debaters. Never was presented to public men a greater temptation to equivocate and to play a double part; and yet never was debate conducted with greater candor on both sides. Perhaps never before was the American public so thoroly instructed upon the real character of the issues to be decided.

V.

The Presidential campaign of 1860 was but a continuation of the same debate by the same debaters. To complicate matters still further, a

fourth party arose, which was non-committal as to policy, proclaiming as its platform only "The Union, the Constitution, and the enforcement of the laws." A popular majority was impossible under the circumstances. Mr. Lincoln received a plurality of the popular votes, and a majority of the electoral votes, and was elected.

VI.

The burden of responsibility borne by President Lincoln, the prolonged and terrible war in which he was engaged, the freeing of the slaves, the death of the president in the hour of final victory—all these are matters known to all, and are personally remembered by very many of the people to-day. President Lincoln's addresses reveal, more perfectly than description can portray, the character of that remarkable man who stood at the helm of our ship of state thru the storm and peril of a gigantic war, of that man of whom his conquered foes have unfeignedly said, "He was our best friend."

VII.

"A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved, I do not expect the house to fall, but I do expect it will cease to be divided."—*Address at Springfield, June 17, 1858.*

VIII.

"My friend has said to me that I am a poor hand to quote Scripture. I will try it again, however. It is said in one of the admonitions of our Lord, 'As your Father in heaven is perfect, be ye also perfect.' The Savior I suppose, did not expect that any human creature could be perfect as the Father in heaven. But he said, 'As your Father in heaven is perfect, be ye also perfect.' He set that up as a standard; and he who did most toward reaching that standard attained the highest degree of moral perfection. So I say in relation to the principle that all men are created equal, let it be as nearly reached as we can. If we cannot give freedom to every creature, let us do nothing that will impose slavery upon every other creature."—*Address at Chicago, July 10, 1858.*

IX.

"Now, it happens that we meet together once every year, some time about the 4th of July, for some reason or other. These 4th of July gatherings, I suppose, have their uses. If you will indulge me, I will state what I suppose to be some of them.

"We are now a mighty Nation; we are thirty, or about forty, millions of people, and we own and inhabit about one fifteenth part of the dry land of the whole earth. We run our memory back over the pages of history for about eighty-two years, and we discover that we were then a very small people in point of numbers, vastly inferior to what we are now, with a vastly less extent of country, with vastly less of everything we deem desirable among men. We look upon the change as exceedingly advantageous to us and to our posterity, and we fix upon something that happened away back, as in some way or other being connected with this rise in prosperity. We find a race of men living in that day whom we claim as our fathers and grandfathers. They were iron men; they fought for the principle they were contending for; and we understand that by what they then did it has followed that the degree of prosperity which we now enjoy has come to us. We hold this annual celebration to remind ourselves of all the good done in this process of time, of how it was done, and who did it, and how we are historically connected with it; and we go from these meetings in better

humor with ourselves, we feel more attached the one to the other, and more firmly bound to the country we inhabit. In every way we are better men, in the age and race and country in which we live, for these celebrations. But, after we have done all this, we have not yet reached the whole. There is something else connected with it. We have, besides these men—descended by blood from our ancestors—among us, perhaps half our people, who are not descendants at all of these men; they are men who have come from Europe—German, Irish, French, and Scandinavian—men that have come from Europe themselves, or whose ancestors have come hitherto and settled here, finding themselves our equals in all things. If they look back thru this history to trace their connection with these days by blood, they find they have none; they cannot carry themselves back into that glorious epoch and make themselves feel that they are a part of us. But when they look thru that old Declaration of Independence, they find those old men say, 'We hold these truths to be self-evident, that all men are created equal,' and then they feel that moral sentiment taught in that day, evidences their relations to those men, that it is the father of all moral principle in them, and that they have a right to claim it as tho they were blood of the blood, and flesh of the flesh, of the men who wrote that Declaration. And so they are. That is the electric cord in that Declaration that links the hearts of patriotic and liberty-loving men together, that will link those patriotic hearts as long as the love of freedom exists in the minds of men thruout the world."—*Address at Chicago, July 10, 1858.*

X.

"I hold that there is no reason in the world why the Negro is not entitled to all the natural rights enumerated in the Declaration of Independence—the right to life, liberty, and the pursuit of happiness. I hold that he is as much entitled to these as the white man. I agree with Judge Douglas, he is not my equal in many respects; certainly not in color, perhaps not in moral or intellectual endowment. But in the right to eat, without the leave of anybody else, the bread which his own hand earns, he is my equal and the equal of Judge Douglas, and the equal of every living man."—*The Great Debate, Ottawa, Aug. 21, 1858.*

XI.

"I think the authors of that notable instrument (the Declaration of Independence) intended to include all men, but they did not mean to declare all men equal in all respects. They did not mean to say all men were equal in color, size, intellect, moral development, or social capacity. They defined, with tolerable distinctness, in what they consider all men are created equal—equal in certain unalienable rights, among which are life, liberty, and the pursuit of happiness. This, they said, and this they meant. They did not mean to assert the obvious untruth that all were then actually then enjoying that equality, or that they were about to confer it immediately upon them. In fact, they had no power to confer such a boon. They meant simply to declare the right, so that the enforcement of it might follow as fast as circumstances should permit. They meant to set up a standard maxim for free society, which should be familiar to all; constantly referred to, constantly labored for, and even, tho never perfectly attained, constantly approximated, and thereby constantly spreading and deepening its influence and augmenting the value and happiness of life to all people, of all colors, everywhere."—*The Great Debate, Alton, Oct. 15, 1858.*

XII.

"A duty devolves upon me which is perhaps greater than that which has devolved upon any other man since the days of Washington. He never could have succeeded except for the aid of Divine Providence, upon which he at all times relied. I feel that I cannot succeed without the same Divine aid which sustained him; and on the same Almighty Being I place my reliance for support. And I hope that you, my friends, will all pray that I may receive that Divine assistance, without which I cannot succeed, but with which success is certain."—*Farewell Speech at Springfield, Feb. 11, 1861.*

XIII.

"I am but an accidental instrument, temporary and to serve for a limited time; and I appeal to you to constantly bear in mind that with you, and not with politicians, nor with presidents, nor with office seekers, but with *you* is the question, 'Shall the Union and shall the liberties of this country be preserved to the latest generations?'"—*Bates House Speech at Indianapolis, Feb. 11, 1861.*

XIV.

"I have often inquired of myself what great principle or idea it was that kept this Confederacy so long together. It was not the mere matter of the separation of the colonies from the motherland, but that sentiment in the Declaration of Independence which gave liberty not alone to the people of this country, but, I hope to the world for all future time. It was that which gave promise that in due time the weight would be lifted from the shoulders of all man. This is the sentiment embodied in the Declaration of Independence. Now, my friends, can the country be saved upon that basis? If it can I will consider myself the happiest man in the world if I can help to save it. If it cannot be saved upon that principle, it will be truly awful. But if this country cannot be saved without giving up that principle, I was about to say that I would rather be assassinated on this spot than surrender it."—*Address at Independence Hall, Feb. 21, 1861.*

XV.

"Why should there not be a patient confidence in the ultimate justice of the people? Is there any better or equal hope in the world? In our present differences is either party without faith of being in the right? If the Almighty Ruler of Nations, with His eternal truth and justice, be on your side of the North, or on yours of the South, that truth and that justice will surely prevail, by the judgment of this great tribunal of the American people."—*First Inaugural Address, March 4, 1861.*

XVI.

"In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of the Civil war. The government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in Heaven to destroy the government, while I have the most solemn one to 'preserve, protect, and defend' it. I am loath to close. We are not enemies, but friends. We must not be enemies. The passion may have strained, it must not break our bonds of affection. The mystic cords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the angels of our better nature."—*First Inaugural Address, March 4, 1861.*

XVII.

"Now, therefore, I, Abraham Lincoln, president of the United States, by virtue of the power vested in me as commander-in-chief of the

army and navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose to do so proclaimed for the full period of one hundred days, from the first day above mentioned, order and designate as the states and parts of states wherein the people thereof are respectively this day in rebellion against the United States, the following, etc.

"And by virtue of the power and for the purpose aforesaid I do order and declare that all persons held as slaves within said designated states and parts of states are, and henceforward shall be, free; and that the executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons —"

"And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the favor of Almighty God."—*Proclamation of Emancipation, Jan. 1, 1863.*

XVIII.

"The world will little note nor long remember what we say here, but it can never forget what they did here. It is for *us*, the *living*, rather, to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to the cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that the nation shall, under God, have a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth."—*Gettysburg Cemetery Dedication, Nov. 19, 1863.*

XIX.

"With malice toward none, with charity for all, with firmness to do the right as God gives us to see the right, let us strive to finish the great work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphans; to do all which may achieve and cherish a just and a lasting peace among ourselves and with all nations."—*Second Inaugural Address, March 4, 1865.*

To Ensure Clean Foot-ball.

Prof. A. W. Smith, of the department of mechanical engineering, Cornell university, in a letter to the *New York Times* says that it is imperative, in order to save football from abolition, that rules be adopted which will prevent the intentional injuring of opponents. Professor Smith says that he has information from sources that do not admit of doubt, that instructions and suggestions are given as to the most adroit methods of so injuring an opposite player as to compel him to retire from the game, and yet make the act appear like the unintentional and necessary roughness of the play.

Professor Smith recommends the appointment of two officials whose sole duty it shall be to watch for intentional injuries of this kind, and whose instructions shall be to err on the side of severity rather than of lenity. That upon the slightest suggestions of such actions the side offending be penalized severely, and the player so acting be removed. Three such removals of a player from games will cause his college faculty to bar him from representing his college in athletics, and will take away from him the privilege of bearing the college initial.

Notes of New Books.

Mr. A. W. Potter in his *Grammar School Algebra* has solved a very great problem—how to tide pupils safely over the gulf between arithmetic and algebra. Step by step the author shows the way—how the signs used in both are the same, how letters can be used in place of numbers, and all is explained so clearly, and is made so simple, that any ordinary pupil can understand. There are seventy-five lessons for the first half year, and an equal number for the second half. Problems involving complex conditions have been carefully avoided. The order of treatment is that suggested by the New York city course of study.

The reviewer of this book has taught algebra, finding it a most difficult subject for pupils to comprehend. He has been engaged in other work for several years, and he has congratulated himself on the fact that algebra especially he need no longer teach. But Mr. Potter's delightful *Grammar School Algebra* has put the matter in an entirely different light. He would like nothing better than to take twenty bright girls of from ten to thirteen years of age right thru this little book. He knows he would enjoy it and he is quite sure the girls and boys would too.

The teachers and pupils so fortunate as to use Potter's algebra as a text are to be congratulated. May they be many! (American Book Company, New York.)

Geology of the City of New York, with geological map by L. P. Gratacap, A. M., American Museum of Natural History.—It goes without saying that Mr. Gratacap has done his work thoroughly and well, and that his book will be of vast service in institutes, schools, and classes in geology. Looking over the maps and pictures in this volume, our faith is badly shaken in the prediction of a scientist some years ago that the city would sink, causing dire disaster. New York, especially the upper end, is indeed founded on a rock. The extent and variety of the rock formations will be a revelation to the non-scientific reader. (Irving Press, 225 Fourth Avenue, New York.)

A Laboratory Chemistry, by Richard B. Moore, instructor in chemistry, University of Missouri.—In these pages a number of experiments have been selected which illustrate those parts of physics which are most essential to the student of chemistry. It will be found that the majority of these can be performed with profit even by the student who has taken a course in elementary physics. The whole work has been written with the idea in mind of enforcing, as well as a book can, those principles for which the scientific method stands. In addition, considerable attention has been paid to those questions of theory which are so seldom studied and less often understood by the elementary student. (J. B. Lippincott Company, Philadelphia.)

Laboratory Physics, A Student's Manual for Colleges and Scientific Schools, by Dayton Clarence Miller, D.Sc., professor of physics in Case School of Applied Science.—This book consists of one hundred and twenty-eight carefully selected problems and experiments designed to give the student who has worked them thru large familiarity with experimental methods and an acquaintance with the best. Recognizing that there is by far the best opportunity for developing accuracy in mechanics, the experiments are much more full and numerous in that subject. But close accuracy is insisted upon constantly.

The discussions of lenses, and of the methods of calorimetry, seem unusually clear and readily comprehended by the student. The various modern measurements of electrical currents are carefully presented, and the best instruments are fully described. Fine tables of reference make an appendix, and so render the book sufficiently full to meet the requirements of all students except those who propose to specialize along some of the divisions of the subject, as in electricity. (Ginn & Company, Boston, U. S. A. List price, \$2.00; mailing price, \$2.15.)

Civil government is a somewhat difficult subject to teach and a hard one for pupils to understand, and yet it is as necessary a subject as any in the course. Perhaps it is best to leave out as much of the legal and historical as possible and make the teaching concern things with which pupils are more or less acquainted. That is the line on which Roscoe Lewis Ashley has made his book, entitled *Government and the Citizen*. The subject is presented by topics, which are to be discussed in class and the pupils encouraged to add other information of their own. The matter is presented under three general heads—the citizen's part in government, state and local government, and the national government. The "text questions" at the ends of the chapters are to be answered from the text by a little search or thought, while the "supplementary questions" require the consultation of various books. The publishers have given us a pleasurable surprise by illustrating this book, somewhat of an innovation in a civil government text-book. There are pictures of public buildings, battleships, and many other things related to

our government. (The Macmillan Company, New York. Price, \$0.70.)

It has been found that the best way to teach history to the younger children is by means of stories of prominent persons. That is the plan to which the book by John H. Haaren, LL.D., district superintendent of New York, and A. B. Poland, Ph.D., superintendent of Newark, N. J., is adapted. Its title is *Famous Men of Greece*. It begins with the mythological period and extends to the conquest by the Romans. An interesting story has been made out of each man's life, told in a style so simple that pupils in the lower grades can read and enjoy the narrative. If the course is crowded the book may be used to correlate history and reading. It is illustrated with numerous reproductions of famous paintings and many portraits. (University Publishing Company, New York.)

Forms of Public Address, by Prof. George P. Baker, is the work of a member of the Harvard faculty. It consists of about everything in the way of the spoken word from the "Gettysburg Address" down to the inanities of an immature young miss at a Radcliffe dinner. There are also some letters, such as President Roosevelt's memorandum on the Schley Court of Inquiry, and a number of editorials of the Civil war period, which it seems a shame to resurrect for college boys at this day.

Nearly every one of the numerous speeches, addresses, eulogies, etc., has been cut either in front, in the middle, or at the end, sometimes in all three places at once, and, in addition, somewhere in each paragraph. Their characteristic beauty and excellence has therefore largely departed. There is no indication, by means typographical or otherwise, of "editing." If a young man must read a "concentrated" copy of a great oration there should be something to inform him that the condensing process has taken place. An admirable address of Booker T. Washington has most of the admirable qualities left out, but one would never have guessed it from this book. An address of welcome by President Eliot of Harvard to Prince Henry of Prussia is a most extraordinary production, as it takes no notice of H. R. H. That is indeed "Hamlet" with the prince left out. (Henry Holt & Company, New York.)

The College Girl of America, by Mary Caroline Crawford, will be read with interest not only by the alumnae of the colleges she so graphically describes therein, but by those young women contemplating or longing for a college course, and by legions of men desirous of knowing what goes on within the scholastic domains from which they are excluded. In a simple, direct way Miss Crawford tells of the foundation, topography, curriculum, and pastimes of the score of leading colleges of this country devoted to the higher education of women. Not only does she give word-pictures of the senior play at Smith, class day at Vassar, May-day at Wellesley, the lantern celebration at Bryn Mawr, the Washington's birthday party at Rockford, the "junior prom" at Mt. Holyoke, and the other annual events on which each college prides itself, but she furnishes practical details of the expenses incurred in attending these seats of learning. The book is profusely illustrated with half-tone cuts. (L. C. Page & Company, Boston. Price, \$1.60.)

A number of sketches of negro life by Ella Middleton Tybout from a volume bearing the title of *Poketown People, or Parables in Black*. They are full of kindly humor and reflect the author's intimate knowledge of a race which is undergoing a rapid change. In a short time it will be hard to find the types here presented. The intention of the author is to depict the negro as she has known him with his eccentricities, superstitions, strange code of morality, and curious practical application of religion to every-day life. The fun-loving will find in it many merry moments, and they will learn to view the race with more charity and forbearance. The illustrations in color are by Frank Verbeck and Beulah S. Moore. (J. B. Lippincott Company, Philadelphia. (Price, \$1.50.)

Shakespeare's Julius Caesar, edited for school use by William Hammond McDougall, head of the department of English, Belmont, Cal.—The text of this edition varies from that of the First Folio only where the latter seems corrupt. The notes and other helps were prepared with special reference to the requirements for entrance to the larger colleges, but they are not limited to the requirements. (D. Appleton & Company, New York.)

An Outline of Municipal Government in the City of New York, by George Arthur Ingalls of the New York bar.—It is the purpose of the author to present without confusing detail a complete picture of the government. Lawyers thruout the state, law students, and patriotic citizens will thank Mr. Ingalls for presenting the matter in such clear and satisfactory form. (Matthew Bender, Albany, N. Y. Price, 75 cents.)

Macbeth, edited with notes, introduction, glossary, lists of variorum readings, and selected criticisms, by Charlotte Porter and Helen A. Clarke.—This edition goes back to, and re-

produces, the famous First Folio text of 1623, the one that gives Shakespeare in the original spelling and punctuation. The text is freed from the editorial changes of three centuries, which, however, are indicated by abundant notes. It is the only reprinting of the First Folio obtainable in handy form. (Thomas Y. Crowell & Company, New York. Price, 50 cents.)

A Handbook of the Prevention of Tuberculosis, being the first annual report of the committee on the prevention of tuberculosis of the Charity Organization of the City of New York.—This is a book of 398 pages of the most intensely interesting matter to those concerned in the welfare of the race. These experts have gone into the detail of the prevention of this scourge of the white races more thoroly than was ever attempted before. They have shown the educational, legal, and sanitary means that may be taken, and that have been applied to a large extent in New York, to eradicate this most destructive foe of mankind. The book has many diagrams and illustrations. (The Charity Organization Society, New York City.)

Prince Henry's Sailor Boy, by Otto Von Bruneck, translated and adapted by Mary J. Safford, and illustrated by George Alfred Williams.—This story of the adventures of a German boy will be popular in this country because it brings Prince Henry in as a character. Claus Erichsen is picked up in the Baltic sea by Prince Henry, who is yachting in those waters. He places the boy on a training ship, and from there Claus is transferred to a warship, which goes to Japan, China, Africa, and other quarters of the world. Many jolly adventures are met with, and Claus comes back home a commissioned officer. (Henry Holt & Company, New York. Price, \$1.50.)

The Custodian, by Archibald Eyre, is a welcome relief from the conventional novel. In the literary field an innovator is needed occasionally to bring us back to nature. This author seems to have set out to show how differently people would act in romantic situations from the way novelists usually picture them as acting. The plot turns on an Englishman under a cloud being practically set as jailer over an erratic German princess in a lonely place in Scotland. The dainty illustrations by Penrhyn Stanlaws will be greatly admired. (Henry Holt & Co., New York. Price, \$1.00.)

Any one who has written so truthfully and so sympathetically about cats as Caroline M. Fuller has in her story of *The Alley Cat's Kitten* is sure to be read with interest. The alley cat leaves her kitten at the door of a hospitable house, and it is presented to Eunice in her Christmas stocking. "Weejums," as the kitten is called, and the other pets of the family have many interesting adventures. The humor which pervades the story will make it a general favorite. The illustrations are from photographs made by the author. (Little, Brown & Co., Boston. Price, \$1.50.)

Even those who do not admire Miss Corelli as a *literata* will confess to possessing curiosity regarding her personality, and will eagerly welcome the book entitled *Marie Corelli, the Writer and the Woman*, by T. F. G. Coates, and R. S. Warren Bell.—But the title promises more than their joint work fulfils. They indeed give details about the plots, time of publication, and reception accorded Miss Corelli's numerous novels, but of the woman they give us only an occasional glimpse, and that in the form of panegyric. The volume contains pictures of Miss Corelli's pets and the many places she has called home, but is minus a portrait of that unique woman herself, which is as satisfactory as a production of "Hamlet" with "the melancholy Dane" left out. (George W. Jacobs & Co., Philadelphia.)

In *The Boy Fisherman* Frank E. Kellogg tells about the experiences of some adventurous boys along the Mississippi river. It describes in an interesting way the kind of life boys love best, and hence the book will have a large number of interested readers. There are several good illustrations. The Saalfeld Publishing Company. (Price, \$1.00.)

The Eve of War is a good story by W. Bert Foster, the scene of which is laid in Washington and vicinity. The events are those that lead up to the inauguration of President Lincoln, which are placed before the reader with great vividness. We become particularly interested in a young man named Joe Ranson, who has many opportunities to show pluck and intelligence, and who improves them all. Consequently we are rejoiced when, at the end of the story, he becomes heir to a fortune. (The Penn Publishing Company, Philadelphia. Price, \$1.25.)

No man has done more to make the stirring events of American history real to the rising generation than James Otis. His most recent book recounts the deeds of *The Minute Boys of the Green Mountains*. The author gives the credit for the story to Amos Stillman, son of that Tobiah whose adventures during 1777, when he served the colonies against the king, are here set down. Mr. Otis has added certain well known historical facts which seemed necessary

to the understanding of the tale; otherwise the story is as Amos received it from his father. The book is illustrated by A. Burnham Shute. (Dana Estes & Company, Boston.)

A Lass of Dorchester is another good story of colonial days by Annie L. Barnes. Its time and place is the province of Carolina and the year is 1702. The customs and characteristics of the people of that time are excellently described. There are thrilling incidents enough to keep the interest keyed up to a high pitch. The illustrations are by Frank T. Merrill. (Lee & Shepard, Boston.)

Marjorie Darling is the heroine of the story bearing this title, by Mrs. George A. Paull. Marjorie is a little four-year-old with soft pink cheeks, great big blue eyes, and auburn hair. We are sure all, young and old, will be delighted to read about the doings of this charming little girl, especially when they are related with the liveliness and charm to be found in these pages. (Geo. W. Jacobs & Co., Philadelphia.)

Lucy and Their Majesties, by B. L. Farjeon, is a pretty comedy in wax for children. Lucy is a little English girl, who confides her grief over her father's attempts to force an unwelcome suitor upon an elder sister, to Madam Tus-saud, of the London wax works. The latter's successful efforts to straighten out the tangle with the assistance of her wax figures, form the theme of a story full of amusing complications. The illustrations are by Fanny Y. Cory and George Varian. (The Century Company. Price, \$1.50.)

Mr. Kris Kringle is a Christmas story, by Dr. Weir Mitchell, full of pathos and humor and the sentiment of the season, that fills us with kindlier feelings to all humanity. And it is a Christmas gift in itself, for it was written many years ago to aid a home for crippled children. Every one who buys this story which tells about two happy children aids this worthy institution. "Your money," says the author, "has passed thru the hands of a good woman and behold, it is thanks, it is peace, it is prayer." The book is beautifully and artistically gotten up, with colored illustrations and designs at the top and bottom of the pages, and a pretty cover design. Its literary worth and its artistic excellence make it a good book to have, aside from any question of charity. (George W. Jacobs & Company, Philadelphia.)

The Prince Chap is a story in three curtains and several scenes by Edward Peple. The hero is an American sculptor living in a London art colony. He becomes the guardian of a little orphan girl who grows up to beautiful womanhood in the atmosphere of studio life. It is a well-constructed love story, and will appeal to those who like refined humor, pathos, and sentiment. (G. P. Putnam's Sons, New York.)

It seems rather early to be getting stories of the war in Asia, yet we have one by Frederick Palmer, the correspondent, written and published while the interest in the contest is at its height. Its title is *With Kuroki in Manchuria*, and it is dedicated "to the Japanese infantry, smiling, brave, tireless; and no less to the daring gunners who dragged their guns close to the enemy's line over night," by one who was with them five months in the field. It is a graphic account of that wonderful campaign of three armies that finally united into one and swept the Russians out of Liaoyang. The illustrations are from photographs taken by James H. Hare. (Charles Scribner's Sons, New York. Price, \$1.50.)

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Guard the Common School.

There appears to be a well-defined understanding among a number of public leaders to impress upon the people alleged claims of the private schools upon the public treasury. These men seem never to have heard of the battles that have been waged over this same subject in the past. The common school stands for a definite ideal, and that is nothing short of the broadest interpretation of the American idea. Equalization, to the fullest extent, of the educational opportunities of the young is one of its objects. Another is to gather on a basis of social equality from the homes of the poor and wealthy alike the children of every faith and every race and to unite them all in the search for the better things of life. The common school is a miniature democracy; miniature, but real, more real in fact than is to be found anywhere outside.

Those who are not in sympathy with the democratic ideal cannot hope to understand the sublime conception of a "universal education of the people in common schools free to all." The thought is utterly beyond them. The more's the pity. If they could only be made to appreciate their blindness! But they cannot, and so they will continue to pervert the mission of the common school and will try to reduce the institution to a level of equality with other educational institutions.

Suppose it should occur to someone to question the exclusive right of the state to deal with criminals. The Chinese on Mott street would then be able to ask that their clandestine Chinese court of justice should be recognized; and that, as it saved the city of New York much money in the way of prosecution expenses, it ought to be entitled to a share in the money appropriated for the judiciary department. Churches which discipline their members would also ask to be paid for the share they voluntarily assume in keeping the city orderly.

Or suppose a taxpayer should be dissatisfied with the protection afforded his dwelling by the local fire department and should organize a fire-fighting force of his own, ought he to have his bills paid out of the public treasury?

But examples of this nature cannot possibly put the case of the common school as forcibly as the facts themselves do. The common school is the true nursery of American ideals. The moment a large part of the population withdraw their children from the common school, the Republic is to that extent endangered. This is no clap-trap, those who cannot appreciate these things notwithstanding.

The common school is the only institution in which people of every condition of life and of every creed and race can meet on a basis of equality. Here our American democracy has its roots. Those who have felt the influence of the school have enjoyed an education in citizenship for which no substitute is to be found anywhere. Guard well this most precious institution, guard it as you would your life.

President Angell Will Stay.

Every educator will rejoice with the university of Michigan because Dr. James B. Angell has withdrawn his resignation of the presidency of that great state institution, which he has held since 1871, over a third of a century. We can well understand the consternation that was caused by the resignation. No one had had an intimation of what was to come when the venerable president handed the secretary the following letter to be read:

"I beg to tender you my resignation of the presidency of the university, to take effect October first next. Altho I have been graciously favored in the preservation of my health and strength, I am impressed with the belief that it will be advantageous to the university if you call a younger man to take my place.

"I desire to express my sincere thanks to you and your predecessors on the board for the kind consideration with which I have been treated by you and them during my long term of service.

"Should you so desire I shall be willing to continue to give instruction in international law."

The following resolutions were at once passed by the board of regents:

Resolved, the board of regents respectfully declines to consider Dr. Angell's resignation of the presidency of the university. The members of the board are unanimous in the conviction that no other person, young or old, can fill President Angell's place either in value of service to the university and to the state or in the love of the people. If at any time it be the judgment of President Angell that he should need assistance in his work, the board of regents will most cheerfully furnish such assistance."

Dr. Angell consented to remain at the head of the university, but it is probable that plans will be made to relieve him of some of the detail work of the position.

Negro Education for Texas.

O. B. Colquitt, railroad commissioner of Texas, in an address before the State Teachers' Association at Corsicana on Dec. 28, in an attempt to compute the amount spent by the state in the education of the negro, figured that \$13,877,022 had been appropriated by the state in the last twenty-three years and that \$3,517,986 had been raised thru local instrumentalities, which, with the money expended on the Prairie View normal school, would amount to \$17,740,508, or 22 per cent. of the entire amount spent during that period on education in Texas.

Mr. Colquitt estimated that a round hundred million dollars had been devoted to education in Texas since the establishment of the free school system, and if the same proportion be applied to it, \$22,000,000 would have been raised and expended on the education of negroes. Mr. Colquitt doubted if any other government had ever done one-half or one-third as much.

No More Tuition in London.

The London County council has passed a resolution that after March 31 next, no school under the control of the council will be permitted to charge fees.

The education act of 1901 left the question of fees in the non-provided schools to the discretion of their authorities, and at the present time 179 of the 474 such schools have continued to charge them. The total amount received in fees during a year was only twenty-six thousand pounds, and it is well known that a large number of the work-

ing classes in England prefer to pay for their children's instruction. This practice is, however, contrary to the ideal of the radical majority in the county council, and hence they have forbidden it. The London *Globe* thinks that this will mean the gradual extinction in the metropolis of non-provided schools. These schools can be broadly spoken of as the schools of the Church of England.

Modern Language Instruction.

At the meeting of the Schoolmasters' association on Jan. 14 the address was made by Prof. W. H. Gohdes, of the Horace Mann school, who took as his theme, "Modern Language in the Secondary Schools."

Professor Gohdes described how, as a boy of ten, he had entered into the study of Latin with intense eagerness and anticipations of pleasure. So had nearly all of his small classmates. For several years previously they had observed on the library shelves at home the fat books with strange characters inscribed therein and had been told that those books were in Latin, the mysterious and wonderful language that to them seemed to open the door of all knowledge. Their elder brother and all the other older boys who played games and did things which they could not participate in studied Latin. This remarkable Latin must therefore be, not only the key of all wisdom, but also the prerogative of manhood. The little schoolboys panted to begin this Latin.

But the eagerness lasted only a few weeks. Even before that time had elapsed the entire class of beginners had come to detest their Latin lessons with a unanimity which was never broken. It became the most hopeless of drudgeries. As the hapless slave toils despairingly at the treadmill, so they waded thru staring pages of paradigms and conjugations, learned meaningless rules of syntax, and translated cryptic sentences from Latin into English and from English back into Latin.

It might have been possible to persuade a child of the utility of learning *mensa* and *moneo* by heart, even if he did not exactly enjoy the task, but how could he be convinced of the sense of anything in connection with Latin when most of his time spent over that language was occupied with such enlightening sentences as "The strong sailor has long oars," "The good queen gave many roses to the farmer's boys," and innumerable other expressions of like interest? Mark Twain once remarked that the French were a curious people. They never talked about anything but pen, ink, and paper, or so he had observed from all the "First Lessons in French," and a similar opinion pervaded the youthful mind in regard to the majestic tongue of Rome.

In this method of study no endeavor of any kind was made to interest the children in their work. It was simply their work, and they must do it. They must do it because it was their duty. Thus the entire strain was put upon duty at an age when that sense is very feebly developed. Hardly the procedure of pedagogical wisdom!

Indeed, the old method threw every obstacle in the pathway of the young classical student. All the chief difficulties of a complicated language were stuffed into the boy at the very outset of his study. It seemed as if the pedagogical idea was similar to the theory of initiation into some secret societies. A terrific ordeal was offered to the candidate at the very threshold, and, if he survived that struggle, he was worthy to become a classicist. And the candidate in this case was a young boy at the very beginning of his school career.

But at last, following in the wake, somewhat belated, of all other subjects to which earnest teach-

ers had put their attention, the studying of languages had been arranged on a rational plan. Instead of the child being a passive victim, into whom was poured or rammed certain volumes of rigid facts, he sitting meanwhile as helpless as a Filipino under the water-cure, stress was laid upon the inherent desire of every child for self-activity, and he and the teacher together co-operated to develop a mastery of the language he had set out to learn.

Thus, each lesson, instead of being forty or fifty minutes in which the children were to drone over nonsensical sentences, and to acquire by heart certain model definitions, was now occupied in the study of a little story in prose or verse, the story being interesting in itself. From the story were developed certain grammatical ideas, which the teacher and the pupil combined to deduce. The paradigm was constructed, the conjugation filled out, the rule of syntax developed from the contemplation of the story for the day, often the child being the first to suggest that the rule existed, and the pleasure which everyone takes in participating in a growth stimulated the interest of the children and impressed the facts learned on their memories, even if the rule was remembered in the future as a fact inherent to the language, and not as a faultlessly constructed sentence, which, in the most condensed manner, perfectly expressed an unintelligible idea.

Pass from a language class conducted after the old method to a laboratory or a manual training shop. It is a transition from listlessness and boredom to alert interest and eager pleasure. The difference was due somewhat, no doubt, to the opportunity for motor activity, but, even more, the reason was the loathing of the children for the pre-digested food of grammatical text-books.

The great object of the old theory was to drill into the pupil's mind the grammatical formulæ so thoroly as to force him to use it, whether he cared to or not. But this feat of memorizing could be much more easily accomplished if the attention was alert when the facts of grammar were presented, and by having the child evolve the grammar for himself, as it were, his attention was almost inevitably created.

Another distinctive feature of the modern method was the work in speaking. Work in speaking seemed a term preferable to conversation, as the latter had an idle, desultory sound, whereas nothing required to be more carefully prepared and more directed to a definite end than this work in speaking. It is the most efficacious drill to obviate forgetfulness; it adds to the language reality and vividness, and, after all, as a language was primarily intended to be spoken, and as modern languages are generally studied to be spoken, practice in speaking would seem a necessary requisite.

Of course, this method of teaching a language requires a great deal of preparation by the teacher outside of the class-room, a lot of patience in the class-room, and a lot of ingenuity at all times, but it is the method which has been adopted in the teaching of the great professions, such as medicine and law; it is the method science has always adopted with her topics; it is approximately nature's own way of teaching the child his mother tongue, and its use rewards the teacher for his labor by the change of the class hour from a tedious routine with wearied drudges to the pleasant intellectual task of gently guiding in the right direction the attention of interested young learners.

An animated discussion followed Professor Gohdes' address, in which Professor Bagster-Colins, Karl F. Keyser, of the Normal college, H. M. Donner, of the Girls' Technical high school, and Dr. Leete took part.

School Children Dull.

Some time ago Superintendent Maxwell directed the principals of schools to send to the hall of education reports showing the exact age of each child in all the classes in his school. Such a tabulation had never been attempted before, and only vague and general impressions could be formed concerning the ratio of ages to classes in the schools of New York. When the reports were all in, clerks were set to work consolidating them, and on Jan. 16 Dr. Maxwell made the results public.

Of the 536,000 children in the public schools of the greater city 200,000 are abnormally old for the classes in which they at present are. In the first year classes, which all children should have left at the very least by the time they have completed their eighth year, 23.2 per cent. are above that age, several thousand being even over ten, and a couple of hundred running away over thirteen.

This is bad enough, but the feeling is almost one of disheartenment when in the second year the percentage of abnormally old children is even greater than in the first year, rising to 38.1 per cent. In the fourth and fifth year grades it is 49 per cent. or almost exactly one half of the classes. In the sixth year it has declined to 42 per cent., and at the last year it is almost the same as it was at the beginning, 25 per cent.

Therefore from one-fourth to one-half of all the pupils in the New York public school system are at least two years behind any moderate standard of where they should be at their age. And the discouraging thing is that the school system itself does not seem to help cure this abnormality, but rather, if anything, to accentuate it, the average of backwardness steadily rising with each school year, and only declining at the grades when the children begin to drop out in order to earn their living. At the very end of the elementary school course one-fourth of the pupils are far behind their average placed fellows.

Superintendent Maxwell considers that this sensational showing is due to the large number of foreign-born children, who are classified solely according to their ability to speak English, and are therefore, so the city superintendent says, put by the thousands into classes which in every other respect except that of language are too immature for them, and then are kept on that same scale during the entire remainder of their school career.

Dr. Maxwell says that every other educational problem in the city must yield to the insistent one of raising these backward pupils to the classes to which they properly belong. He has announced that he is about to issue instructions to all the school principals to organize special classes in their schools for these abnormal children, and to put in charge of these special classes their most competent and inspiring teachers, particularly teachers who appear to possess especial talents for imparting instruction in English, if the backward children in the principal's school are of foreign birth. The principals are to be directed to promote the backward children as rapidly as is consistent with safety.

The superintendent admitted that the formation of these special classes would probably complicate the part-time problem, by throwing large numbers who now receive full instruction onto a part-time schedule, but he said no matter, nothing was so important as the advancement of these lagging children. Indeed, if all the New York school children were in the classes their ages entitled them to be in, so many now in the schools would have graduated, that there would never have been any part-time problem at all.

The Busy World.

The New York Public library intends to allow persons who are doing definite serious work of any kind to keep books beyond the two weeks limit, which has hitherto been such a nuisance. Edwin White Gaillard, librarian of the Webster branch at No. 538 East Seventy-sixth street, is the originator of this plan of greater freedom.

In Mr. Gaillard's opinion, library rules seem especially constructed in order to retain books in the library. If so, why were the libraries ever built? Mr. Gaillard thinks that, apart from popular novels and rare or out-of-print volumes, readers should be allowed to take as many books out at a time as they wish to and keep them out as long as they desire, provided that they must return any book on a day's notice, and once a month must renew each book in person, bringing the book with them. Thus a person would be able to carry on extensive investigation, and yet the necessity of a monthly visit to the library would prevent mere carelessness in neglecting to return books. Such rules would undoubtedly increase the efficiency of any library manifold.

Prof. Harry A. Garfield, of Princeton university, son of the late President Garfield, spoke at the dinner of the Quill club on Jan. 17, on the subject of the tariff. He said that there was a great popular demand for the revision of the tariff, "down, not up," which the legislators would do well to heed. The idea of monopolistic control of the country was becoming so widespread that it would be well to do something to prove to the people that the trusts did not own the land and the legislatures.

Professor Garfield said that increased national expenditures, necessitating largely increased revenues, were likely to cause business extravagance, which would inevitably be followed by a loss of confidence, panic, and commercial depression. The time had come when our lawmaking must be done by trained men of broad experience, and our budgets handled by experienced statesmen.

Landscape Gardening in Japan.

Arthur Wesley Dow delivered a lecture at Columbia university on the afternoon of Jan. 16 on the art of garden making as it is practical in Japan. The lecture was illustrated by a series of beautiful lantern slides taken in Japan last year.

Mr. Dow said that two conventionalities—line and mass—dominate all Japanese plastic art, and that only the Greeks have equaled the early Japanese sculptors in their mastery of the power of the simple line. A supreme example is the great Buddha of Kamakura, one of the earliest of existing Japanese sculptures.

The Japanese are a nation of artists, who, when left alone, bring art to the manufacture of the most trifling personal belongings. So gardening as an art is by no means confined to the homes of the rich and the well-to-do. Every Japanese has his garden, if it is limited to the dimensions of a single flower pot. The garden is a part of the home.

Mr. Dow prefaced his pictures of Japanese gardens with a few views of paintings by Della Francesca, Fra Angelico, and other painters of the Renaissance, showing how in the garden background of their pictures, they approximated the Japanese mastery of line and mass. A composition of pine trees and stone work in the Villa Borghese was shown as an illustration from an actual garden.

There is an old, venerable tree at Karasaki called

"Rain by Night," so named from the affection of the Japanese poets for the sound of rain in the trees, around the roots of which the Japanese government has built a wall, propped up its spreading branches, and appointed a special guard to tend it. It is feared no American government would do the like.

Many pictures, from unfrequented by-paths, as well as from the great highway of the empire, the Tokaido road into Tokyo, and from Nikko, the classic home of the Shoguns, were shown to illustrate how admirably the Japanese brought artistic feeling into their daily life, and their daily scenes, and how, in the simplest possible manner, they masterfully arranged the natural beauty surrounding their homes.

Premier Combes Resigns.

Premier Combes, whose administration will ever be notable in French history as that under which the schools of the religious orders were closed, and an effort made to transfer all instruction in France into the hands of the republic, tendered his resignation and that of his cabinet to President Loubet at the Elysee on Jan. 18. The president accepted the resignations. The Combes ministry had come so near defeat in the Chamber of Deputies upon the spy-system used in the army against officers loyal to the Church of France that a reorganization of the cabinet, with another premier at its head, was thought advisable.

Mr. Morley Speaks on America.

The Rt. Hon. John Morley devoted most of his speech to his constituents at Brechin, Scotland, on Jan. 18, his first political speech since his return from America, to the experiences gathered during his "interesting and stimulating two months in Canada and the United States."

Altho he heard a great deal about municipal corruption, still, the lofty probity of President Roosevelt and Chief-Judge Parker showed that American politics could not be in such a bad way. There was no established church in the United States, as there was in England and in Scotland, but nowhere had he seen religion more genuine and earnest. Mr. Morley touched on the tariff and the labor questions, and said that what really troubled him for America were two things.

The first of them was the confidence of the Americans that things would work themselves out right in the end, a belief dangerously approaching fatalism, and while their common sense usually brought about a wise issue, this unreasoning belief in a good result was dangerous, especially in a democracy.

The other grave matter facing the American people was the enormous multiplication and advance northward of the black population. Here was the retribution that always followed wrong, just as, Mr. Morley believed, a heavy bill would one day be presented to England for the folly and wrong of Chinese labor in the Transvaal.

The Earth to Last Forever?

Dr. Ernest Rutherford, F.R.S., professor of physics in McGill university, Montreal, has an article in the February *Harper's Magazine* concerning "Radium—The Cause of the Earth's Heat." Professor Rutherford says that whether the view is taken that the internal heat of the earth was, in the first place, due to the presence of a radioactive matter, or other causes are supposed to account for that heat, there is no doubt that the discovery of the distribution of radioactive matter in the earth throws grave doubt on the validity of those calculations upon which our present ideas as to the age of the earth is based. Those calculations have gone

upon the assumption that the earth is a simple cooling body.

It is comforting for the sake of our remote posterity, and for the permanence of our good accomplishments, to know that, therefore, Professor Rutherford considers all data as to the future of the planet as unreliable. He thinks no limit can be scientifically set to its continuance as a habitable body. At any rate, it seems destined to a much longer career than was our opinion, when, in the days before radioactivity was known, we looked on it to become as is the moon.

"Evangeline" Still Troubling.

The department of education of British Columbia has determined, after much deliberation, to exclude "Evangeline" from the courses in English of the provincial public schools. The poem, say the school authorities, gives an entirely erroneous idea of the removal of the Arcadians from their homes, and the subjects of the king, in reading it, are apt to have their patriotism humiliated.

This is undoubtedly true, and, as Longfellow secured his historical material from Parkman, the poet knew it as well as any one. But the aim of poets is to write poetry, and, altho the Arcadians, instead of being a simple, innocent people, were fanatical, mendacious, and treacherous, still their end was pathetic and could be treated poetically. This Longfellow proceeded to do, and he enveloped the entire atmosphere in a poetic haze. If the educational authorities at Victoria think "Evangeline" the kind of poetic diction that will elevate the imagination and style of the children of the province they should be no more troubled by its false history than we are by the false cosmogony of "Paradise Lost" or the false physiology that creeps up in the "Iliad." There is the resource of notes and of pedagogical instruction by which the children might be very properly informed concerning the prerogative of poetic license and the allowable juxtaposition of truth and invention in literature.

Now, if the department of education of British Columbia had discarded "Evangeline" in order to substitute a poem of much higher poetic beauty, that would have been a different matter.

Trust Laws Pay.

Collier's for January 28 calls attention to the inaugural address of Governor Stokes of New Jersey on January 17 in which he showed that New Jersey had a balance of \$2,940,918.98 in the treasury at the close of the last fiscal year. She collected from corporations \$3,351,543.69, or nearly 78 per cent. of the entire revenues of the state. She did not raise a single cent by direct taxation; yet she was able not only to meet all the usual expenses of a state government, but to develop a road system embracing one-third of all the macadamized state roads of the Union. A single company organized some years ago paid the state treasurer \$221,000 for filing its articles of incorporation and has been paying \$57,000 a year—over \$1,000 a week—ever since. Governor Stokes calls warning attention to the fact that other states are bidding for this business, and that in ten months of last year one of them secured incorporations representing a capital of \$285,553,700 against only \$313,569,620 for New Jersey. He says that "for years the policy of New Jersey in this respect has met with the approval of the people and has received the indorsement of both political parties," and he recommends the appointment of a commission to perfect the state's corporation laws.

After the grip, pneumonia or typhoid fever, take Hood's Sarsaparilla—it restores health and strength.

Letters.

Collection of Caesar Likenesses.

A very interesting collection of portraits of Julius Cæsar brought together by Frank Jesup Scott, of Cleveland, Ohio, has been put on exhibition for this winter, at the Fogg Museum of Art of Harvard university. Mr. Scott, a man of wealth, began about four years ago gathering reproductions of existing likenesses of Julius Cæsar, with a view to discovering just how the author of the Gallic wars looked. With the collector's zeal he visited all the galleries from Spain to St. Petersburg, sparing himself neither labor nor expense. Whenever casts of the desired objects were not purchasable he had them specially made. In a few instances where permission could not be gained he had to be satisfied with photographs. As a result of his studies Mr. Scott finally brought out a monumental book, "The Portraits of Julius Cæsar," in which he numbered and described upwards of eighty different heads, all probably meant for Cæsar, illustrated with plates and vignette engravings of most of them—a work which has given him a high standing among scholars.

He went even further in his efforts to get for himself a clear idea of the immortal Roman's appearance, and in the winters of 1899 and 1900, which he spent in Nice, he modeled two heads of heroic size, from which marble copies were made, constituting in all a group of four large pieces that are now on exhibition with the other objects in the Fogg Museum of Art. One of the heads is intended to represent Julius at the age of twenty-six, and the other as he is imagined on the day on which he went to the senate to his assassination thirty years later.

Probably it was Mr. Scott's idea in lending the collection to this particular museum rather than to one of the great treasure houses of art objects in New York, Chicago, or Boston, that they might prove a stimulus to teachers and students to carry on investigations along lines similar to those he has started on. The Fogg museum is unique among the art museums of the world in that it receives objects solely at their educational value. There has, of course, long been great interest in the studies of archeology and the history of the fine arts not only in Harvard college but in other departments of the university, and particularly in Radcliffe college, the institution for the higher education of women affiliated with the university. In these days when not only is the importance of art in education generally recognized, but teachers of the languages, of history, and kindred subjects are expected to be especially familiar with the art developments of the ages, it is not strange to find that in a college from which many young women are annually graduated into the profession of teaching courses in the fine arts are very popular.

So that probably in no other American museum could the Scott collection of Julius Cæsar portraits prove more useful than in the Fogg Museum of Art. It gives the young men and women whose earlier notions of the appearance of the first Cæsar were gained only from an engraving or two in the well-thumbed copy of the Gallic wars used in high school or at the academy, at least a sense of the diversity of conceptions that have prevailed thruout the ages, together with a realization of the truth that there are characteristics, as described only by Suetonius among ancient writers, which prevail in most of the originals. Altho some of the heads show low, deformed foreheads, deficient craniums and other abnormalities due to

defective craftsmanship and unskilful copying, there is a certain conformance to a type throat.

F. RICE, JR.

"The Batavia System" in the Middle West.

Supt. J. K. Beck, of the Bloomington, Ind., schools, has made a report to the school trustees on the instruction system used in the Batavia (New York), schools. The school board has decided to adopt the system, which is explained in Mr. Beck's report as follows:

To the Board of Education, Bloomington, Ind.:

Since at your suggestion I visited the schools at Batavia, N. Y., and thus was given an opportunity to study the system of individual instruction in use in those schools, I now deem it my duty to report to you the result of my investigations.

I found Batavia a manufacturing town with a population of 10,000. It has a school enrollment of about 1,800 with a corps of 50 teachers. There are now seven school buildings, two of which are new. Before the last two buildings were erected, the conditions were much the same as these which are now confronting this city. These conditions in Batavia were relieved by the system of individual instruction installed by Superintendent Kennedy as a last resort after other experiments were considered and deemed unavailable. The question, What is the so-called Batavia system of individual instruction? now naturally arises. Briefly it is as follows: In school-rooms with a large enrollment, say from 50 to 80 children, two teachers are employed. One of these is the class teacher who gives instruction to the classes, conducts the recitations, and is responsible for the maintenance of discipline, the keeping of records, and the general machinery of the school. The other teacher in a way is co-ordinate with the class teacher, who uses all her time in working at a desk with individual pupils who are found by the class teacher to be backward, or who, for any reason, are failing to keep up their standing in the class. By this method the two teachers work as one. They recognize that the work of the school is a dual process in which both teachers play an important part. The one supplements the work of the other; the work of recitation does not drag, while the child who is weak or needs assistance knows where and how to get it under the best and most helpful conditions.

In school-rooms with the usual number of pupils, say from 30 to 45, the teacher divides her time, taking half for class and half for individual instruction. In this way the plan works as well as with two teachers and the efficiency of the school is materially increased and not lessened.

The Batavia system assumes that a normal child is able to do the work of the school, providing the school is carried on normally and under equitable conditions. It is the antithesis of educational "Darwinism," and it believes that where children comply with the conditions of the school that promotion is not only assured, but it is regular and not beyond the capacity of even less than the average child. It has been called "Educational Christianity," and, judging from the reposeful, contented, and confident spirit of activity which pervaded every school-room into which I went I have to say that it has been fitly named. The system is based upon two Don'ts: First, don't tell the child anything, but see that he discovers it for himself. Second, don't do anything for him, but see that he does it for himself.

The system has now been operated for a period of six years. So far it has stood the test of actual experience in Batavia where the superintendent has been developing it and watching for its weak places; where not a single teacher is against it,

but on the contrary, they loyally endorse it and say they would not teach without it; that it is invaluable in the high school as well as in the grades. The children favor it and find it makes their work in school pleasant and profitable, while their progress from grade to grade is certain, but not without the growth in efficiency which comes from intelligent and properly directed effort. It has been installed in a number of places among which I may mention Westerly, R. I.; Ashtabula, Ohio; Bay City, Mich.; Racine, Wis., and about twenty other cities in the United States and Canada. In these places it is working efficiently and successfully.

Since it has gone beyond the experimental stage it seems to me well to give some of the specific advantages as compared with the plan of managing the ordinary graded school.

It does away with putting the "square boy into the round hole and the round boy into the square hole." It maintains the grades of the school without Procrustean inflexibility and gives all the advantages of the graded school system without its grind and usual want of adjustability.

The anemic and neurasthenic child has a chance to go to school and get the education to which he is entitled without the draft on his body which prevents natural growth and without the nervous dread of failure to make promotion which bears so heavily on some children.

This plan enables the school to do its best work in school hours. The home is relieved of the burden entailed by having to give the child additional instruction at home. Under the Batavia plan the school prepares to meet the failures of the child in a rational and intelligent way, with the result that when the school day is over the child goes home to spend his time in recreation or other employment, confident that he can meet the demands of his school successfully on the morrow.

This plan brings the school in touch with the child in a way not often realized thru the ordinary method. The teacher discovers facts of temperament, environment, and circumstances affecting progress in school rarely, if ever, ascertained in the usual run of school life. The method invites confidence. The child comes to know the ground upon which he stands and will respond to the efforts of the teacher to help him in a way usually wholly unexpected. I saw in one room several children thus reached and retained in school amid circumstances of discouragement which would have entirely disheartened older persons.

The Batavia system does away with truancy the most completely of any plan with which I am acquainted. In the two and a half months our schools were in session at the time of my visit we had 42 cases of truancy. The Batavia schools had two cases in the same time. Individual instruction will make truant schools, as they deserve to be, a crime against childhood.

The slow, the backward, the diffident, the timid, under the Batavia plan stand a far better chance to be brought out and developed than they do under any other method. Here is the stimulus an enthusiasm of numbers and at the same time the encouragement and guidance of the individual teacher give thru the difficulties which at one time or another beset every pupil. Thus all climb, and what is better they climb together and they reach the next grade with undiminished numbers and with spirits undaunted by obstacles in the way of their progress.

The entire absence of unrest, inattention, listlessness or any form of disorder on the part of pupils; or of severity, reproof, or even reference to conduct or application on the part of teachers was a most agreeable surprise. No harshness, no reproaches or threats, no invidious comparisons, nor

would such treatment be tolerated. One visitor said, "They have no discipline in these schools." What he meant was it is the highest form of discipline. The scholarship, intelligence, self-reliance, cheerfulness, devotion to work surpassed anything which thus far has come under my observation.

Individual instruction thus combined with class work does not in any way induce coddling, nursing along on the part of the teacher, nor laziness and leaning on the part of the pupil. These seemed to suggest themselves as faults and weak places in the system. They may exist but I failed to find them. I asked teachers about these weaknesses. They said pupils sometimes tried to skim along in this way, but it did not take long to convince the children that such a style of cribbing would not work. Pupils soon realize that they can do the work assigned, and the joy of achievement is a higher stimulus than the ease and languor of idleness or the incubus of lessons unlearned and duties unperformed.

Since it is a conceded fact that 50 per cent. of school children drop out in going thru the first four grades; 25 per cent. more in going thru the fifth and sixth grades, and that only 5 per cent. to 10 per cent. reach the high school and less than 1 per cent. the college it may be justly doubted whether our boasted educational system is really educative. The children who drop out cannot be said to be educated; on the contrary, they are looked upon as failures. Perhaps more justly the educational system may be considered a failure because it does not hold and win the children to education. Now put the Batavia plan on trial here. Superintendent Kennedy said to me that his high school increased 30 per cent. in a single year and almost doubled itself in three years; while the first grade primary increased only two per cent. The attendance in the other grades has increased in a manner unexpected and unprecedented. Here there is a safe and tried way to lessen the leakage, not only in the grades but in the first and second years of the high school, where the disposition to drop out, especially among the boys, and go to work is simply appalling.

Dr. G. Stanley Hall, president of Clark university, has said, "Individual instruction sounds the keynote of education for the next decade." The state school officials of New York have unqualifiedly endorsed the system.

F. Thistleton Mark, professor of pedagogy, Birmingham, England, sent to this country last year by the English government to inspect and study our school systems, gave the Batavia plan emphatic endorsement and said, "These methods will revolutionize the schools of England."

The State Normal school, at Geneseo, N. Y., after a personal investigation by the principal and every member of the faculty, has indorsed the plan of individual instruction and finds it to work well and successfully.

Mr. Reed, the member of the board of education from Ashtabula, Ohio, said to his superintendent of schools, "Mr. Clark, the Batavia system must come to Ashtabula or my children must go to Batavia."

Therefore in the light of our own experience with this plan in the second grade at Fairview school, and in the added light of experience of others and my own more intimate acquaintance with the system in its home at Batavia, I have no hesitancy whatever in asking you to introduce the plan generally into our schools, and to allow me to install it as rapidly and as thoroly as circumstances and conditions of the various individual schools will permit.

Respectfully submitted,

JAMES K. BECK, Supt. of Schools.

The Educational Outlook.

President King, of Oberlin college, announced in chapel on Jan. 17 that Mr. Andrew Carnegie had sent a check to cover all the losses sustained by the college students thru the failure of the Oberlin National bank in December. The information had reached Mr. Carnegie that many students who had deposited all their savings in the bank would be compelled to abandon their educational plans and suffer other privations. Upon presentation of their pass-books, Dr. King said a check for the amount they had on deposit at the time of the failure would be given to them.

The first presidency of the Mormon denomination issued, on January 16, formal and positive instruction to presidents of states and superintendents of classes in religion, that hereafter no public building shall be used for teaching Mormon doctrines. It will be recalled that before the committee on elections of the United States Senate it was recently brought out that a majority of the school-houses in Utah were used, after school hours, for Mormon instruction purposes.

It appears that the rule in regard to the age limit for teachers which the board of education of Patterson, N. J., recently passed, provides that at sixty-five years the women, and at seventy years the men retire, the board being able, by a three-quarter vote, to suspend this rule in the case of any individual teacher. In the five years preceding these ages, the board can demand a certificate from a physician that the teacher is physically and mentally able to continue the work.

Dr. Draper, commissioner of education of the state of New York, has removed C. C. Parker, of Akron, from the office of superintendent of Indian schools on the Tonawanda reservation in Erie, Genesee, and Niagara counties.

The board of regents of the University of the State of New York, headed by Chancellor Whitelaw Reid, and accompanied by Dr. Andrew S. Draper, state commissioner of education, called at the executive chamber in the capitol at Albany on January 18, and formally paid their respects to Governor Higgins.

President Woodrow Wilson, of Princeton university, who underwent an operation at the Presbyterian hospital in New York some weeks ago, was able to leave on January 19, having fully recovered.

In the assembly at Albany, on Jan. 17, Mr. Merritt, of St. Lawrence county, introduced a bill providing for the creation of a board of education for St. Lawrence county, consisting of the county judge, the chairman of the board of supervisors, the president of the normal college, and several other school officials. This board is to adopt a uniform set of text-books for the county.

The Vienna Veterinary institute has opened a laboratory to be under the direction of Professor Fiebinger, for the the investigation of the diseases of fish. Much research has already taken place with fish suffering from smallpox, enteritis, and other human diseases, as well as from peculiarly piscine afflictions, such as crayfish plague. So far it has not been observable that diseases are transmissible from fishes to man.

On account of the prominence of fish in our dietary, the importance of this investigation at Vienna, on a line hitherto but little explored, can be appreciated.

The government school for Indians on the Menominee reservation near Sha-

wano, Wis., was destroyed by fire on January 18, with a loss of \$50,000. The three hundred Indian pupils escaped with difficulty.

Dr. Gunnison, president of St. Lawrence university, announced to the students on Jan. 13 that Mr. Andrew Carnegie had given him fifty thousand dollars for the erection and equipment of a new hall of science for the university. An architect returned from New York with Dr. Gunnison, and the plans for the building will be immediately prepared.

Altho the government at Berlin is on very friendly relations with the government at St. Petersburg a pronounced anti-Russian feeling seems to prevail thruout the German empire. Recently the students at the Technical high school of Brunswick made a demonstration against the Russian students there, and, notwithstanding the rector told them that if they did not like the presence of the Russians they could go to some other school, the Germans continue to agitate for the resignation or compulsory removal of the foreigners.

Thirty-one Filipino girls arrived on the "Sherman" at San Francisco on Jan. 16. They are being sent over by the Insular government to be educated, and will be distributed among several high schools and colleges, principally in the South and East.

The government of the czar has suspended the sittings of the commission on technical education. No reason is given in the cable dispatch.

President Hadley, of Yale, said on Jan. 19 that an increase in the tuition at the university was certain to come, and might come very soon. Dr. Hadley further said that there had been an exchange of letters between the Yale and Harvard officials on the subject.

Last year Yale paid out of her treasury, in the salaries of the teaching corps of the college, \$166.66 per student. She received from the college students only \$152.44 apiece. Her annual deficit was about fifty thousand dollars; Harvard's was about the same.

In 1886 Yale raised her tuition fees by ten dollars, and in 1888 the tuition was again increased, this time by five dollars.



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CONSUMPTION

A general committee, which numbers among its members President Roosevelt, former President Cleveland, and President Eliot of Harvard university, has been formed to collect a fund which will be used as a memorial to the late William H. Baldwin, Jr., president of the Long Island railroad and chairman of the famous Committee of Fifteen. Mr. Andrew Carnegie has already given \$12,500, Mr. Jacob H. Schiff, \$10,000, and four anonymous Brooklyn friends of Mr. Baldwin \$12,500 each. The memorial will be an endowment of Tuskegee Institute, Booker T. Washington's industrial school, of which Mr. Baldwin was for a long time the investment treasurer.

Theodore Woolsey, professor of international law at Yale university, announced on Jan. 12, that there had been discovered in a country house in England another portrait of Elihu Yale. The house is the residence of one of his descendants. At the request of the Yale Corporation, transmitted thru Ambassador Choate, the owner allowed a photograph of the portrait to be taken. The picture not only shows the founder of Yale, but also his son who died without leaving issue. This is the second por-

trait of Governor Yale known to be in existence.

Ernest Rutherford, MacDonald professor of physics in McGill university, Montreal, has been appointed Silliman lecturer at Yale university for 1905. Professor Rutherford is one of the great authorities of the world on radio-activity.

Michigan State Teachers' Association.

The Michigan State Teachers' association met at Lansing December 27-29. A return was made to the capital city after an interval of four years. During this time two meetings were held in Grand Rapids and one each in Saginaw and Ann Arbor. Michigan does not seem to be able to rally quite as large crowds as some of the other states, still there was a paid membership of over 800 present. The general sessions were held in the Masonic Temple, the eleven section meetings in nearby churches and halls.

President S. B. Laird, who made a very successful presiding officer, discussed in his address at the opening four problems: (1) Rural School; (2) Superintendent's Position; (3) Teachers'

Wages; (4) How to Make the Most of Our Educational Inheritance. One of the general session programs was given to geography, one to the rural school, and one to the "Batavia Plan." The basis of the geography program was a report of a committee appointed two years ago to formulate a course in geography for elementary schools. State Supt. W. W. Stetson, of Maine, gave an evening address and also spoke on the rural school program. Of course Supt. John Kennedy presented the "Batavia Plan of Individual Instruction." It was well done and aroused much interest. Several superintendents are planning to visit Batavia. Other out-of-the-state speakers were Prof. Richard G. Moulton, of Chicago, who lectured on "St. John's Revelation: A Literary Study," and Miss Nebraska Cropsy, assistant superintendent of schools, Indianapolis, who spoke on "Literature in the Primary Grades" in the primary section.

Officers elected for next year: President, Supt. W. J. McKone, Albion; vice-presidents, Prin. J. H. Kaye, Marquette and Prof. J. T. Ewing, Alma; secretary, Supt. E. D. Palmer, W. Bay City; treasurer, Supt. J. R. Miller, Big Rapids.

The report of the committee on necrology reported appropriately on the death of Arthur G. Randall, Lucretia Willard Treat, Anna M. Chandler, Ashley Clapp, Horace M. Tarbell, Edmund B. Fairfield.

Steps were taken to inaugurate a movement to secure a suitable memorial for John D. Pierce, the founder of the Michigan school system and the first superintendent of public instruction.

One of the most important things of the meeting was the presentation and adoption of the final report of the committee of seven on a uniform course of study for high schools. This commission has been at work two years and has prepared a very elaborate report. It was ordered printed.

Invitations for the next meeting were received from Lansing and Kalamazoo and the selection left to the executive committee.

New Jersey Normal School.

The fiftieth annual report of the state normal school of New Jersey is a well presented document, containing a number of excellent pictures of the buildings at Trenton, both of the normal school and of the model school.

Both schools are of the highest standard. The normal school has a faculty of fifty-four members, and its certificate licenses to teach in New Jersey and is accepted in all the other states, so as practically to become a United States certificate. The enrollment of students is 575, for whose benefit the state appropriates fifty thousand dollars a year. The earnings of the model school are twenty-six thousand dollars a year, which makes it, as it has always been, self-supporting. Seventy per cent. of those entering college from this school within the past fifteen years have taken honors.

The legislature of last year appropriated forty thousand dollars for a new wing for the normal school dormitories, and three thousand for a new electric engine and dynamo. The dormitory is finished, with a detached infirmary for contagious diseases. The department of instrumental music is accommodated with three rooms having deafened walls. The school is now able to lodge all the pupils within its own walls.

Health, a medical journal published in London, England, editorially says: Those suffering and needing a safe pain reliever, should take two five-grain antikamnia tablets. Any good druggist can supply them and they should be in every family medicine chest.



Faculty of the Girls' Industrial Training School at Denton, Texas.

In and Around New York City.

The board of aldermen on Jan. 17 voted an appropriation of \$550,000 to the board of education for permanent betterment in the schools. President Tift appeared in person before the board, and thus prevented any chance of the appropriation being defeated, as it was a month ago, when the aldermen considered that they were treated with contempt in the failure of any official of the department of education to appear for a conference with them.

The Hon. Edward M. Shepard appeared before the board of estimate on Jan. 13, and asked that it be generous in its appropriations for City college. The college now had 2,800 students, but if the proposed plans for the new buildings were carried out, it would be able, when they were completed, to accommodate 6,500. Mr. Shepard's eloquence was, as usual, effective, and the board promptly appropriated two million dollars for the completion of the buildings.

It is reported at the hall of education that Comptroller Grout has withdrawn his opposition to the five-year contract system for supplies that the board of education tried to inaugurate in the fall. Comptroller Grout opposed the change from a one-year system to the five-year plan, and persuaded the board of estimate to pass a resolution which made it impossible to carry the new method into effect.

The local school board of the Thirteenth district, in its exhaustive annual report to the board of education, recommends that if the present course of study is to be continued the sessions of the grammar schools be extended to four o'clock, the additional time to be used for a demonstration of class work. The local board thinks this would relieve parents of the burden involved in "home work," and would assume more satisfactory results to all.

The meeting of the Schoolmasters' club at the St. Denis hotel on Jan. 14 was "ladies' night," and many of the wives and friends of the members were pres-

ent. Mrs. Dore Lyon, president of the New York City Federation, made an address on "Trades' Education," in which she warmly commended the establishment of trades' schools for girls.

President Tift, of the board of education, has sent a circular letter to all the principals of schools instructing them not to deduct on the January pay-roll from the salary of any teacher, because of lateness in arriving at school on Wednesday, January 4, the morning of the severe storm, provided such teachers arrived before the schools closed for the day, if such delay in arriving was due to the storm.

This order of Mr. Tift has aroused much favorable comment. Hitherto, the board of education has generally excused teachers who were absent during the day of a bad storm, and many teachers are thought to have presumed on this knowledge and made no effort to reach school. To excuse those who tried to come, but were delayed by the storm, seems to all an equitable remission which, at the same time, will not encourage slackness.

On January 17 brief ceremonies attended the laying of the cornerstone of Erasmus Hall high school, on Flatbush avenue, near East Broadway, Brooklyn. The Rev. Dr. Ferris, formerly a trustee of the school, opened the exercises with prayer, and then Commissioner Schaeble laid the cornerstone. After the pupils of the high school had sung a number of songs the ceremony was closed by the pronouncing of the benediction by the Rev. Father Woods, of the Church of Holy Cross, Flatbush.

In the building, after the cornerstone had been laid, addresses were made by Superintendent Maxwell and former Park Commissioner Young, some time a member of the Brooklyn board of education.

The original Erasmus Hall was built in 1786, as the first movement of the people of Brooklyn toward public education. Later, it was made a part of the public school system. The new building will be erected in sections, and, as each section is completed, a portion of the old buildings will be demolished, that the scholas-

tic labor of the pupils may receive as little interruption as possible.

The executive committee of the board of education received on January 18, a letter from Commander Hanus, of the schoolship "St. Mary's," drawing attention to the heroism of Michael O'Sullivan, of the graduating class of the schoolship, who jumped overboard and rescued a man who fell from the dock at east Twenty-third street. The executive committee determined that the board should show its appreciation of O'Sullivan's noble act, and requested the committee on the nautical school to decide what form the appreciation should take.

Prof. Franklin H. Giddings, of Columbia university, the celebrated sociologist, was one of the speakers at the annual dinner of the New York Lumber Trade association at the Waldorf Astoria on January 18. Professor Giddings referred to the labor problem and said that he did not believe the American people would ever admit the principle of the "closed shop," for, by so doing, they would sacrifice one of the principles to preserve which the constitution and, indeed, the very government, was established—the principle of liberty and personal freedom. If, said Professor Giddings, the trade unions cannot succeed except by thus forcing men into their ranks, it is a confession of weakness and failure.

At the meeting of the trustees and friends of the Hebrew Technical School for Girls, which took place on the morning of Sunday, Jan. 15, at the Savoy hotel; a number of scholarships were given to the school, the income to be used in educating poor Hebrew girls for business pursuits. Two of these were announced to be from Mrs. Julius Kaufman, and the trustees established another and named it in honor of Nathaniel Myers, the president of the school. Mr. St. Clair McKelway, editor of the *Brooklyn Eagle*, made the principal address at the meeting.

Only one student, Charles J. Buchner, of St. John's college, Brooklyn, appeared at Columbia university on January 17 to

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take the examination for the Cecil Rhodes scholarship at Oxford. Last year eight students took the examination at Columbia, but of the seven who passed, none received the award, the prize going up-state. The examinations were conducted on Jan 17 and 18 simultaneously at Ithaca, Syracuse, and Albany, and at selected points in all the states of the Union.

Justice Fitzgerald has handed down a decision in the supreme court in special term which establishes the powers of the board of education. Comptroller Grout had refused to audit a payroll which contained the salary account of Louis Wisansky as a teacher in evening school No. 39, on the ground that Mr. Wisansky was also drawing pay as an attendance officer, and that the charter prohibited a person from holding simultaneously two positions under the municipal government. The court holds that the board of education, having certified the payroll as correct, the comptroller has no discretion in the matter, and granted the petition of Mr. Wisansky's counsel that an injunction be issued against the comptroller.

At the annual banquet of the Holland Society, held at the Waldorf-Astoria on Jan. 19, Dr. Andrew S. Draper, commissioner of education for New York state, responded to the toast, "Holland's Contribution to Education," and stated that it was because of her Dutch antecedents that New York was the first state to appropriate state moneys to encourage primary education, the first to establish state supervision of schools, and the first to relate all the schools in a system which should be universal.

President Schurman, of Cornell university, also responded to a toast, and urged the Holland Society to take the initiative in planning for an appropriate celebration of the tercentennial of the arrival of the "Half Moon" in the bay of New York on Sept. 3, 1609.

Gen. Piet Cronje also addressed the diners, but seemed somewhat puzzled when it was explained to him that the Dutchmen present did not understand Dutch. His secretary translated his remarks.

Dr. Maxwell and the Principals.

On Jan. 12, Superintendent Maxwell held his first conference with principals, principals from all parts of the city being present. Dr. Maxwell said that the principals should see that the commencement exercises are accompanied, if possible, by simplicity of dress, and that the giving of flowers should be discouraged. The programs should be short, the speeches few and brief. Collections from either teachers or pupils for present giving should be forbidden.

The principals should take great care that no child be permitted to graduate from the elementary schools who does not meet the requirements set down in the paper which the principal is required to sign. Particular emphasis should be laid on reading, mathematics, grammar, and composition.

During the coming term, the principals would receive numerous tests to be used in all subjects, particularly in the four upper grades. In order to have a common test in the matter of critical reading, the board of superintendents recommends that the following books be read critically, and that upon them, in the designated grades, compositions should be written:

7A. Longfellow's "Courtship of Miles Standish;" Irving's "Sketch Book;" 7B. Longfellow's "Evangeline;" "Rolf's Tales from English History;" 8A. Scott's "The Lady of the Lake;" Washington's "Farewell Address;" The Merchant of Venice in Lamb's "Tales

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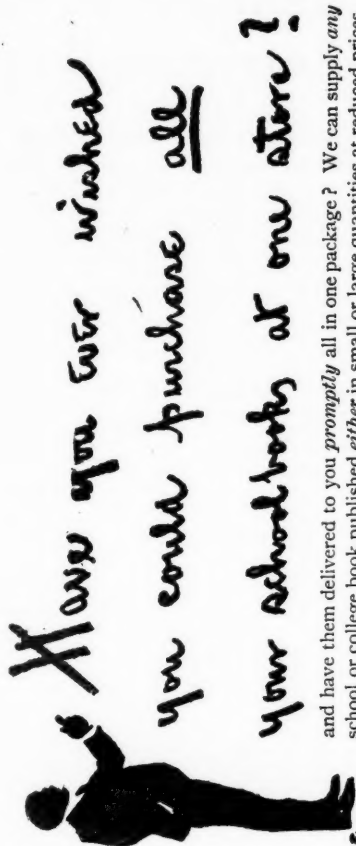
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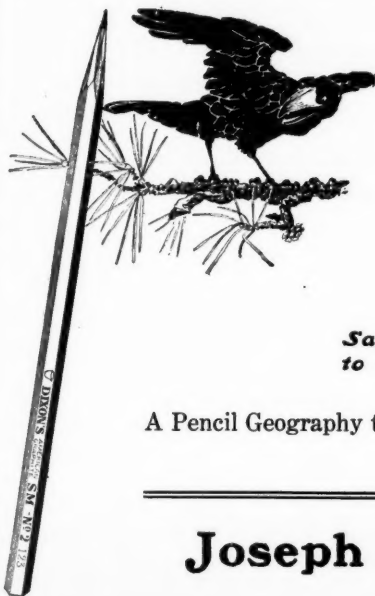
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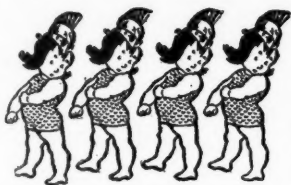


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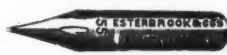
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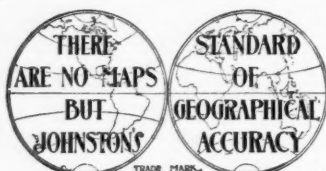
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